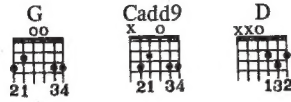


# Mr. Recordman

Words and Music by  
Ugly Kid Joe

Tune down 1/2 step:

⑥ = E♭ ③ = G♭  
⑤ = A♭ ② = B♭  
④ = D♭ ① = E♭



Moderately bright ♩ = 140

Rhy.  
Fig. 1  
(\*Gtr. I)  
Intro

(end Rhy. Fig. 1) w/Rhy. Fig. 1 (3 times)

Chord progression: G Cadd9 G D G Cadd9 G

Performance markings: *mf*, *Gtr. II*, *clean tone*, *Full*

Tab: 12 14 14 (14)

\*Two acous. gtrs. arr. for one

Chord progression: D G Cadd9 G D G Cadd9 G

Performance markings: *Full*, *P*

Tab: (14) 12 14 (14) (14) 12 14 12 (12) 15 15 12

Chorus  
w/Rhy. Fig. 1 (4 times)

Chord progression: D G Cadd9 G D G Cadd9 G D

Vocals: Mis-ter Rec-ord - man, do you know who I am? Mis-ter

Performance markings: *Full*

Tab: 15 15 14 14 (14)

Chord progression: G Cadd9 G D G Cadd9 G D

Vocals: Rec-ord - man, do you real - ly think I can?

Half time feel  
1st, 2nd Verses  
G C D C G/B N.C.

1. I've tak - en a lik - in' to your game...  
2. Don't need much time... to think a - bout...

Rhy. Fig. 2

(end Rhy. Fig. 2)

let ring - - 4 let ring - - 4 H

w/Rhy. Fig. 2 (3 times)

w/Fill 1

I think we all, we feel the same...  
I'm sure that you have got the clout...

Is this a dream or is it real?  
I on - ly hope that you're my friend,

You say you want to cut a deal...  
and stand by me un - til the end... } Mis - ter

Chorus

w/Rhy. Fig. 1 (4 times)

w/Fill 2

Rec - ord - man, do you know who I am? Mis - ter

Rec - ord - man, do you real - ly think I can?

Fill 1 (Gtr. II)

0 3 3 1 0

Fill 2 (Gtr. II)

8va - - - - -  
14 15 14 15  
15 15

w/Rhy. Fig. 1 (4 times)      w/Fill 2

G      Cadd9      G      D      G      Cadd9      G      D

Sell a lot - ta rec-ords 'n' tour\_\_ 'round the world.      Make a lot - ta mon-ey 'n' meet\_\_ lots - a girls. Mis - ter

G      Cadd9      G      w/Fill 2      D      G      Cadd9      G      D

Rec-ord - man,      (Mis - ter Rec-ord - man.)\_\_ do you real - ly think I can?\_\_\_\_\_

Guitar solo  
w/Rhy. Fig. 1 (8 times)

Gtr. II      1/2 G      Cadd9      G      D      G      Full      Cadd9 Full      G Full

14 12 12 12 14 12 (12) 14 12 14 12 14 14 15 14 15 14

sl.

D      G      Cadd9      G      D

Full      Full      Full      Full      Full      Full      Full      P      sl.

(14) 15 14 15 14 15 14 14 12 17 15 17 17 17 (17) (17) 15 17 15 15 15 17

G      Cadd9      G      D      G      Cadd9      G

8va-      sl.      loco      sl.      sl.

(15) 15 17 15 16 17 15 15 16 14 12 14 12 14 12 14 12 14 12 14 12 14 12 10 10

sl.

D      G      Cadd9      G      D

8va-      Full      Full      Full      Full      sl.

15 15 17 17 17 15 15 17 15 (15) 17 18 14 14 12 14



G Cadd9 G D G Cadd9 G

8va- Full Full

Full Full

H

P P P P

14 14 12 12 (12) 14 12 14 19 15 19 15 17 15 17 15 15 17 15 16

D G

8va- P

sl. H

P sl. H

17 15 16 15 16 14 12 14 12 12 14 12 14 12 12 (12)

Half time feel  
3rd Verse  
w/Rhy. Fig. 2 (2 times)

G C D

It sounds\_ like mu - sic to my ears.\_

C G/B N.C. G C

I've dreamed\_ of this\_ for man - y years.\_

D w/Fill 1 C G/B (end half time feel) w/Rhy. Fig. 1 (4 times) N.C. G Cadd9 G

To sell a lot - ta rec - ords 'n' tour.\_

w/Fill 2 D G Cadd9 G D

\_ 'round the world. Make a lot - ta mon - ey 'n' meet\_ lots - a girls.

G Cadd9 G w/Fill 2 D G Cadd9 G

Have a lot of fun\_ and hang\_ with my bro's, 'cause these boys 'n' this band is

Chorus w/Rhy. Fig. 1 (4 times) D G Cadd9 G w/Fill 2 D

all I know\_ Mis - ter Rec - ord - man, (Mis - ter Rec - ord - man.)\_ do you

know who I am? \_\_\_\_\_ Mis - ter Rec - ord - man, (Mis - ter

w/Fill 2

Rec - ord - man.)— do you real - ly think I can? ————— If

w/Rhy. Fig. 1 (6 times)      w/Fill 2

G      Cadd9      G      D      G      Cadd9      G

not      for the mon - ey and not \_\_\_ for the show, are you here for me \_\_\_ or here \_\_\_

— for the dough? Mis - ter Rec - ord - man, (Mis - ter Rec - ord - man.) — do you

w/Fill 2

D G Cadd9 G D

Rec - ord - man.)\_ do you real - ly think I can?\_ Mis - ter

Freely  
G

Rec - ord - man. \_\_\_\_

The musical score for 'The Wind' is presented in two systems. The top system features a treble clef and a key signature of one sharp (F#). The first staff contains a series of sixteenth notes, followed by a measure with a whole note and the instruction 'let ring'. The second staff contains a series of sixteenth notes, followed by a measure with a whole note and the instruction 'let ring'. The bottom system features a bass clef and a key signature of one sharp (F#). The first staff contains a series of sixteenth notes, followed by a measure with a whole note and the instruction 'let ring'. The second staff contains a series of sixteenth notes, followed by a measure with a whole note and the instruction 'let ring'.